DAF #10 Developing Self–Regulation

What It Is

◗ Self-regulation is closely connected with metacognition, agency, and an evaluative mindset and underpins the capability to make and sustain change.

◗ Grow others' capacity to monitor, reflect, and make adjustments to their cognition and emotional responses and their ability to act strategically.

◗ Work across the multiple layers of a school to develop self-regulation to increase learning and positive change.

◗ Attend to emotion and motivation as part of self-regulation to enhance the chances of new practice becoming embedded.

Why It Matters

◗ Those who are responding to student learning needs (leaders and teachers) are empowered.

◗ Self-regulation is the engine that will continue to drive evaluative mindsets in the absence of outside help.

◗ Inquiry models are based on self-regulation of learning.

◗ Developing self-regulation in others shares power and underpins reciprocal relationships.

◗ The development of self-regulation is a critical part of formative assessment practice with students, so all layers of the school need to be self-regulating.

How I Do It

◗ Understand self-regulatory processes and be able to articulate to others how to do this.

◗ Model curiosity and metacognition about own learning through think-alouds.

◗ Scaffold others by providing support that fades as others take over tasks.

◗ Alongside handing over tasks, model and promote curiosity about the impact of the task, an evaluative mindset about outcomes from the task, and the ability to identify what is making a difference.

◗ Help others become aware of what they can do, develop their skills and knowledge, and help them see what they are responsible for.

Key Challenges for Me

◗ Knowing how to monitor own and others' learning in complex situations

◗ Managing own and others' motivations to self-regulate when things get hard

◗ Being explicit about your own self-regulation and bringing that language into conversation with adult learners

◗ Knowing when, what, and how to hand over processes and tasks

What I Should Notice

◗ How do others describe "what the problems are"? Do all participants see that it is "everyone *and* me"?

◗ Is the language of self-regulation becoming part of how leaders are thinking and talking about change and the issues?

◗ Am I scaffolding leadership that promotes self-regulation or inadvertently creating dependency?